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ABSTRACT
This annotated bibliography, the first of a series of five reports of selected literature included in the ERIC system, three of which have been completed, carries a short review on the causes and characteristics of the school dropout, and of special groups of dropouts listed in the bibliography section. Approximately a third of the annotated list is devoted to general references, and the balance to special groups with the following breakdown: (1) rural; (2) American Indian (general, Sioux, and Johnson-O'Malley programs); (3) Alaskans; (4) Negroes; and, (5) female students. Many of the documents listed report programs, research projects, and evaluations of programs and projects. See "School Dropout Programs" and "The School Dropout and the World of Work" for related documents by the same editor. (RJ)

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THE SCHOOL DROPOUT

A REVIEW OF THE ERIC LITERATURE

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MARCH 1970

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Introduction

The phenomenon of the "school dropout" is a product which has been forged by several converging forces during the last several decades. There was little concern in this country with dropouts before child labor laws inhibited the omnivorous industrial establishment from utilizing children and adolescents for its less skilled tasks. The youth who left school because of poverty in order to apprentice himself to an artisan, craftsman, or mechanic was doubly rewarded, by an appreciative family and by an enhanced self image. Those children who were lucky enough to get an apprenticeship were set for life once it was completed. They emerged as skilled craftsmen. Rural and urban youth were urgently needed for the innumerable unskilled and semi-skilled jobs opening up in an expanding industrial economy. These facts also applied to girls who were needed for menial jobs in textile factories, clothing manufacturing firms and as domestics. There were jobs which needed to be filled, albeit low paying ones, and most young people had little choice but to opt for work instead of for an education.

As late as the 1920's less than 20 percent of school-aged youth completed a high school program. In the intervening years however the development of strong unions which protected their workers from the use of lower paid youth, the greater technological advances which increased production with less manpower, the population expansion resulting from higher birth rates rather than from adult immigration, the shift of emphasis from unskilled to skilled tasks, and the enforcement of compulsory education laws have compelled youth to either submit to an extended dependent role as students or to accept one of the possible alternatives, such as low-paying employment, idleness, or delinquency. None of these are optimal and all place a youth in the category of "school dropout."

The conscience of government, industry, and the educational system has been aroused by this problem and by the consequent problems of wasted human potential and delinquency. Measures have been proposed and implemented with varying degrees of effectiveness. In an attempt to clarify the current status of these measures, IRCD has prepared five reports of selected literature included in the ERIC indexes of documents (Research in Education) which are available on microfiche.

This review and annotated bibliography is one in the series which includes:

The School Dropout	UD 09 900
School Dropout Programs	UD 09 901
The School Dropout and the World of Work	UD 09 902
The Neighborhood Youth Corps	UD 09 903
The Job Corps	UD 09 904

In addition to the above, the IRCD Bulletin, volume IV no. 4, September 1968 The School Dropout Today by Abraham J. Tannenbaum, Ph.D., ED 028 209, includes an appraisal of the factors contributing to the problem and a bibliography. For an extended paper on this topic see ED 021 888.

A Bibliography of Selected Books on the School Dropout, UD 09 905, includes references to current available published literature and documents in the local IRCD library.

For references concerning the years 1960-1965 a rather comprehensive resource is A Bibliography of Published and Unpublished Vocational and Technical Education Literature, CORPLAN Associates, Chicago, Illinois. June 1966. ED 018 531.

The Bibliography on Urban Education, Harvard University, Cambridge, Massachusetts, April 1966, includes references from 1961-1965.

The School Dropout: Causes and Characteristics

Attempting to describe all dropouts as a group can have some benefits, since understanding the total may point to possible solutions to the problem. On the other hand, since each dropout is an individual with unique personality, environmental, motivational and activity factors, it is imperative that the conglomerate description not be applied in any one case. This is one reason why the counselling function, as illustrated in the companion document on programs for dropouts, is so crucial.

An analysis of the ERIC documents, which attempt to describe the characteristics and behavior of dropouts, shows that, while items could be segmented by the special group being studied, the differences between the groups were minimal.

Review of the literature indicates that the prime factors influencing dropout rates were combinations of low socio-economic status, low economic level of the father's occupation; low parent education, low parent and youth expectation. Unfortunately, these influences cannot be controlled by child or school. These also lead to later rejection of parents by youth. Basic lack of equal opportunity for development of full potential, both before the child enters school and during the school years, reiterates and reinforces the urgency for massive social reform and for intensified efforts to provide an enhanced environment for poor children - virtually from birth.

The second most powerful drive to leave school evolves out of a combination of dislike for school and academic difficulty. These factors are inseparable and, like an endless spiral, are reinforcing to the point of no return. The evolution of failure and rejection of school starts early and frequently is due to a combination of poor health, malnutrition, maldevelopment affecting the child's learning potential complicated by a lack of accomodation, and frequently, rejection by school. In addition, educational deprivation has resulted in insufficient perceptual discrimination, attentional mechanisms and lowered levels of skill development. Children have not learned to use adults as sources of academic information. Verbal skills are often underdeveloped and directed toward local rather than standard usage.

Intensive frustration ultimately leads to aggression both at school and within the general environment. Due to the nature of slums, the cultural milieu of the

neighborhood often further encourages and rewards aggressive behavior. Indeed, the child often sees this type of action as the only way to survive. In some groups the masculine role demands physical prowess, bravado and dominance. This is not comprehended, nor accommodated, by the white middle class teacher.

Since schools still use the normal curve to determine success and failure, half of all children must repeatedly experience a sense that no matter what they do, no matter how hard they work, they can never experience full approbation from teachers --- an approbation so easily granted to others in their classes. For poor children, and those handicapped by language and deprivations, the lack of approbation and the sense of failure contribute to a firm belief that no matter what they do they cannot succeed -- and therefore, they feel that they have no control over their lives.

After the school has identified the student as a deviant he is labelled and this effects his identity, status and career in school. The student is then caught in a vise from which it is nearly impossible to extricate himself. When the school then provides intensive counselling, curriculum change, revision of grading and retention policies with individualization, granting of decision-making power to the student and prevocational assistance, the direction is frequently altered, as is illustrated in the companion document on dropout program descriptions.

Of the 26 million youth who were entering the labor force in 1960-1970 about 5.2 million, or over 20 percent, did not complete high school. Various studies show that, while the dropout phenomenon appears first in the junior high schools, the highest attrition occurs at age 16 in the 10th, 11th and 12th grades.

The IQ of over 70 percent of the dropouts has been estimated between 80 and 109. Almost 80 percent of the boys and 65 percent of the girls had failed at least one subject. Over 55 percent of the males and 40 percent of the females had been retained at least once.

Dropout rates in general diploma programs frequently reach over 65 percent while in vocational programs the rate drops to 17 percent and in academic programs to a low of 8 percent.

Poor attendance records are often a clear indication of impending dropping out. Also, dropouts almost never participate in formal extracurricular activities. Different studies indicate that in some localities more boys than girls leave school early while in other places the reverse is true. Probably, local social and vocational variables are influential. Most dropouts decide for themselves on the spur of the moment that they will leave school because of some precipitating cause,

such as a conflict with a teacher, distaste for the school environment, impending failure, or the idea that plans for activities outside of the school will prove more successful. They often verbalize an expectation that they will return to school at a later date. Work, marriage, pregnancy and urgent need of money are also frequently precipitating causes.

One study on middle class dropouts shows that, contrary to popular opinion, ordinal position within the family was not significantly related to learning disability and some of the occupational and educational factors of parental background did relate to school failure to the same extent as in poor families.

Special Groups

Rural

Whereas in urban communities it has been determined that very large schools do a poorer job than smaller ones, one of the major difficulties in educating rural youth is the limitation of offerings due to limited budgets, lack of personnel with specific specialities (particularly, reading instructors) and poor facilities for both academic and vocational education. Consolidation of school districts has been suggested as one means of overcoming these limitations.

A large segment of disadvantaged rural youth is functionally illiterate and, therefore, virtually unemployable except as migrant workers or low paid farm laborers. Intensive literacy programs must be implemented before any further training for work can proceed.

Rural youth dropouts display many of the same behavior patterns as those discussed generally. Aggression and other forms of socially-disapproved behavior, poor self concept, negative attitudes toward school, often patterned after parental rejection of schools, are prevalent. There is evidence of idleness and excessive TV exposure. While most students desire a diploma, less than one half of the boys and one fourth of the girls are expected to graduate.

American Indians

Studies of the Sioux Indians show that the Indian students fall behind comparable white students at the 8th grade level. They displayed greater personality descriptions, poorer adjustment and greater feelings of rejection, depression, anxiety, withdrawal, and social, self and emotional alienation. Among the reasons for the differences are problems of dissimilarity between their values

and those of the middle class, white-citizen oriented school and the inability of the schools to adapt instruction to the needs of the pupils. Sioux culture inculcates values of independence, vitality, courage and loyalty to peers which often conflict with the high school expectation of conformity and disciplined routines. Loneliness in the boarding school environment is also a crucial factor for dropouts and also an influence on the high suicide rate for Indian youth.

Language barriers are again a problem with these children and only very recently have some few programs in bilingual education been instituted. One study of the Sioux showed that students dropped out because of extreme poverty rather than differences in personality, intelligence and attitudes from Sioux who remained in school.

Alaska

The one document on Alaskan high school dropouts seems to indicate that the problem there is much more pervasive than in most other states. Only 3 to 5 percent of all high school age youth are in secondary schools--the others have left or been retained. Personal feelings of hopelessness pervade the youth of that area.

Negro

The documents on Negro dropouts introduce the factor of community involvement and the fear of administrators, especially when racial lines must be crossed. The importance of using community groups and the services of community agencies in helping students to adjust both in and out of school is suggested to guidance personnel.

Female Students

The large number of girls who leave school because they are pregnant or because they become wives and homemakers prompts the development of special programs to prepare girls for these roles and, if possible, to retain them in high school. Most secondary schools in this country still take an archaic stand in reaction to the unwed mother. Others, while not outright rejecting, offer no realistic supporting program. Among the better projects to retain the girl in school while preparing her for motherhood are the cited programs in Los Angeles, California, and the program in Syracuse, New York, reported by Howard S. Osofsky. Several documents describe some of the attempts to restructure the home economics programs and homemaking courses to make them more realistic today.

Contemporary Concerns

One of the documents refers to "historic events" as precipitating causes of school leaving. These forces, either local or nationwide, frequently offer the teenager a more relevant raison d'etre than the sterile and often frustrating experience within the school. The "event" mobilizes peer bonds which are too infrequently utilized effectively in schools and gives the youth a feeling of being a decision-molding adult. When directed positively, these experiences lead to important learning and growth, when misdirected, they lead to irreparable damage to youth and society. Schools without walls offer youth opportunities to participate in relevant learning experiences in their locality and nation. They learn how to mobilize their resources for problem solving in the future.

DOCUMENT AVAILABILITY

Most of the documents cited on the bibliography which follows are available from the

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in microfiche (MF), or hard copy (HC). Microfiche is a 4 by 6 inch sheet of film containing up to 60 pages of text; special readers are required to read the microfiche. Hard copy is paper photo copy or facsimile of the original document, with the print size 70 percent of the original. It is packaged with a paper cover and is soft bound.

In ordering from EDRS, use the document's assigned ED number (e.g. ED 017 964), and indicate the type of reproduction desired (microfiche or hard copy) and the number of copies being ordered. Payment must accompany orders totaling less than $5.00. There is a special handling charge of 50 cents on all orders and a 25 percent service charge on all foreign orders. Orders from states which have state sales tax should include payment or appropriate tax exemption certificate. Some documents cited are not available from EDRS although an ED number has been assigned to them. They should be ordered from their source, which is indicated in the citation.

GENERAL REFERENCES

Birch, Herbert G. Health and the Education of Socially Disadvantaged Children. New York: ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 1967, 55p. ED 013 283 (MF - $0.25; HC - $2.75)

The poor health of the disadvantaged child is a primary variable in his educational failure. An extensive review of health studies shows that Negroes, Puerto Ricans, and Indians suffer from the greatest health problems. The health factors which these studies found to relate specifically to intellectual and educational deficits are prematurity, obstetrical and perinatal complications, birth weight, maternal physical characteristics and nutrition, and prenatal care. They also show that a systematic relationship exists after birth between a child's nutritional inadequacy and both neurological maturation and learning competency. Although severe malnutrition in the United States is rare, subclinical malnutrition among low-income groups (particularly iron deficiency) may be a factor in their higher childhood morbidity and mortality rates, as well as in the constitutional differences between Negroes and whites. Malnutrition and maldevelopment adversely affect the disadvantaged child's nervous system and, therefore, his learning potential. Such impairment is a primary handicap which can be only partly remediated because the effects of a biosocial pathology cause disadvantaged children to suffer from lost learning time, nutritional deficit during critical learning periods, and adverse motivation and personality changes. In intervening to provide the best learning conditions for the disadvantaged child, educators should recognize the importance of the child's health to his learning effectively.

Boyles, Gary E. A Report on Dropouts from North Dakota Public High Schools. Grand Forks: College of Education, University of North Dakota, 1966, 37p. ED 012 332 (MF - $0.25; HC - $1.85)

Studies from other states were reviewed to determine the more common characteristics of dropouts. Forms were sent to all high schools in North Dakota for reporting pupil dropouts. The first set of 229 dropout forms returned was analyzed, and the following data for dropouts are given: sex, race, part-time employment, program of studies, general scholastic achievement, rank in class when dropping out, number of courses failed last report, attendance record of dropouts, conditions for staying in school, persons conducting exit interview, parental atti-

tudes about son or daughter dropping out of school, source of idea to leave school, persons with whom pupil resided, occupations of parents, relationship with person, reasons for dropping out of school, and future plans of dropouts. Reasons given by the school for male dropouts included (1) academic difficulty, 20 percent, (2) parental influence, 21 percent, and (3) marriage, 20 percent. Reasons given by male dropouts included (1) academic difficulty, 24 percent, and (2) dislike of school, 29 percent. Pregnancy accounted for approximately 43 percent of the female dropouts.

Conlisk, John. Determinants of School Enrollment and School Performance. Madison: University of Wisconsin, undated, 27p. ED 012 091 (MF - $0.25; HC - $1.35)

Demographic variables (x) describing age, color, sex, rural-urban status, education of parents, and income of parents are used as exogenous variables to explain school enrollment rates (r)--the fraction of a group within the school age population enrolled in school--and relative progress (p)--the fraction of a group of students who are ahead of their age group minus the fraction who are behind. A model is developed and tested statistically, using data of one of the 1960 census special reports on education. The results show that the x variables, especially the parent's education variable, are successful in explaining r and p. These x variables are, however, almost completely outside the control of the children themselves so that to some extent this is a measure of a lack of equal opportunity. In addition, these x variables are outside the control of policy makers who might wish to influence p and r.

Deutsch, Martin. "The Disadvantaged Child and the Learning Process." Education in Depressed Areas. A. Harry Passow, (ed.). New York: Teachers College, Columbia University, 1963, pp. 163-179. ED 012 721 (MF - $0.25; HC - $0.95)

The lower-class child comes to school with few of the skills necessary to meet school demands so that his initial failure is almost inevitable, and the school experience becomes negatively rather than positively reinforced. This poor preparation is the result of such "macroscopic" factors as substandard housing, unstable family life, lack of opportunity for individuation, and scarcity of such objects as toys, pencils, and books, which are the tools of learning in the school. It also is the result of psychological factors in the environment. Reduced "variety of input" and stimulus deprivation relative to his

maturational capacity may leave the lower-class child deficient in (1) perceptual discrimination, (2) attentional mechanisms, (3) expectation of reward for completed tasks, and (4) the ability to use adults as sources of information, all of which are skills required for learning in school. In the nonverbal slum home, the child also may fail to acquire a language-concept system and factual knowledge about himself equal to the middle-class child's. Research suggests that early intervention in language areas, perhaps preceded by an emphasis on perceptual training, can facilitate the transition from home to school. The school should also devise a plan to insure that each child can meet its requirements.

Graybeal, William S. Virginia Secondary School Dropouts, 1962-63, A Research Contribution to Educational Planning, Number 1. 1964, 44p. ED 018 586 (MF - $0.25; HC - $2.30)

The State's 15,170 dropouts in grades 8 through 12 in 1962-63 represented 5 percent of the high school pupils enrolled but a 0.5 percent decrease from the 15,813 dropouts in 1961-62. An analysis of data sheets obtained for 12,721 dropouts revealed:(1) the largest number dropped out at age 16 and from grade 8, (2) the dropout pattern suggested that the problem did not occur at a time of crisis in grade 8 but had about equal impact on each high school grade level, (3) before age 16, more girls than boys dropped out, (4) 70.90 percent of the dropouts had an I.Q. between 80 and 109 measured by the California Test of Mental Maturity, (5) 89 percent of the male and 66 percent of the female dropouts had failed at least one subject, (6) 57 percent of the males and 40 percent of the females had been retained at least once, (7) the dropout percentage from the academic curriculum was 7.9 percent, the vocational curriculum, 17.5 percent, and general curriculum 69.2 percent, and (8) primary reasons for dropping out, as reported by counselors, were subject difficulties, disciplinary problems, the desire to seek employment, parental indifference, and prolonged absence from school. Investigation of the relationship between the dropout rate and selected characteristics of the educational setting suggested that school holding power is influenced by the socioeconomic conditions surrounding the school more than by characteristics of the program being provided by the school. Recommendations for improving school holding power were (1) investigate local conditions, (2) review school standards, (3) improve pupil personnel services, and (4) experiment with program modification to provide improved learning experiences.

Hawaii State Department of Education, Honolulu. Secondary Student Status Survey, 1967-1968. Part I. 1968, 146 p. ED 029 320 (MF - $0.75; HC - $7.40)

The study, which compares a group of high school dropouts to a group of lowest quintile graduates, shows similarity in most areas of comparison regarding academic ability, character traits and family background. Findings show that the decision to drop out is based on a complex network of reasons, with the problem of poor attendance most often cited as the major cause. While the dropouts were counseled by school personnel and other professionals, only a small number benefited from an individual curriculum adjustment which the author feels is the most valuable preventive measure available for combating early school termination. A comparison of the two groups may be interpreted as follows: (1) higher attendance may have some effect on eventual graduation, (2) failing contributes decisively to the decision to drop out, (3) "satisfactory" academic performance more consistently characterizes the lowest quintile graduates, and (4) character trait ratings for the graduates most often increase over the period of school years while those for the dropout do not. The author suggests that prevention of dropouts rests heavily on: (1) coping with character trait problems, (2) curriculum adjustment to individual needs, (3) educational objectives which are both challenging and attainable, and (4) evaluation techniques in terms of individual ability and effort.

Knudson, Clinton H. A Study of Dropouts in Texas and Minnesota. Austin: Texas Study of Secondary Education, 1964, 35p. ED 018 572 (MF - $0.25; HC - $1.85)

The purposes of this cooperative study were to learn (1) whether potential dropouts can be identified by definite characteristics, (2) the type of guidance successful in holding students in school, (3) reasons students give for dropping out of school and the grades and ages at which they drop out, and (4) the scholastic ability of the dropouts. Questionnaires were returned by principals and counselors in 181 randomly selected schools in Minnesota and 105 in Texas. The dropout rate in both states was decreasing. Findings showed that more boys than girls dropped out and that the 10th or 11th grade, or age 16, was the most frequent dropout time. Dropouts usually had undesirable home environments, poor attendance records, little participation in extracurricular activities, and, often, low ability, although not necessarily failing. Counselors felt that most of their success in working with dropouts was by individual counseling and guidance. Work and marriage were frequent reasons given for leaving school. Some conclusions were that the schools must continue to lessen dropout numbers by expanding guidance, broadening the curriculum by including nonacademic courses and job training, establishing technical schools, and encouraging extra curricular participation. Reports of other dropout studies and a bibliography are included.

Nevada State Department of Education, Carson City. [Dropouts in Nevada Public Schools, 1963-1964 and 1964-1965 School Years.] 1966, 30p. ED 011 798 (MF - $0.25; HC - $1.50)

This document presents statistical data about school dropouts and school holding power in Nevada. The data are based on records submitted by all Nevada school districts having pupils in grades 7 through 12 during the school years 1963-64 and 1964-65. These data include age, grade, sex, ethnic grouping, causal factors for leaving, achievement, residence, attendance, adjustment, and possible delinquency records of the students.

Owen, Freya W. Learning Disability: Familial Study. 1967, 11p. ED 016 711 (MF - $0.25; HC - $0.65)

To aid in the development of appropriate remedial measures, a study of educationally handicapped students was conducted in a Palo Alto, California, middle-class school district with a sample of 304 elementary and junior high school students. The two immediate purposes of the study were: (1) to discover how to identify, describe, and label more precisely the characteristics of educationally handicapped children, and (2) to further clarify the causes of learning disabilities. First, educationally handicapped children and their same sex siblings were matched with academically successful children and their same sex siblings. The child's ordinal position within the family was not found to be significantly related to his learning disability. Then to explore other familial aspects of poor learning ability, the parents of the children in both groups were compared. It was found that the socioeconomic and educational backgrounds of the parents did not differ markedly. However the parents of the academically successful group did better on high school reading tests administered as part of the study than did the parents of the educationally handicapped children. They also had received higher grades in high school English and language arts courses. In mathematics there were no significant differences between the fathers in the two groups although the mothers of the academically successful group had received higher high school grades than did the mothers in the handicap group.

Polk, Kenneth, and Rolfe Laforge. To Better Identify and Understand High School Failures, Final Report. Eugene: University of Oregon, 1965, 105p. ED 003 709 (MF - $0.50; HC - $5.25)

Statistical models were used to study the nature of high school "failures." The study (1) compared the degree to which failure could be predicted by

multivariable and configural models and (2) constructed scales by means of traditional psychometric item analysis and cross-validation and by means of structural item analysis. The sample consisted of 819 males. Analyses included (1) relationships among criteria, (2) relationships among independent variables and criteria, (3) suppressor variables, (4) moderator variables, (5) construction of composite scales, (6) linear multiple regression analyses, (7) selector variables, and (8) configural model analysis. The results indicated that configural effects involving socioeconomic status did exist. Also the stability of the regression model under cross-validation was greater than expected for a configural model.

Randall, Charles V., and others. A Study of Early School Leavers and Significant Causes. Bloomington, Minn.: Bloomington Public Schools, 1966, 85p. ED 014 086 (MF - $0.50; HC - $4.35)

The purpose of this study was to determine in the Bloomington public school district the dropout rate, dropout characteristics, and the situation of the student after he drops out. The data is designed to be used to determine ways to reduce the dropout rate. The Bloomington dropout rate is higher than the national dropout rate because general surveys have been distorted by factors described. To determine dropout characteristics, a comparison of the cumulative records of 138 high school graduates and 138 dropouts was made covering family characteristics, grade of entry, grade retention, attendance, participation in extracurricular activities, standardized test results, and scholastic averages. Included is a brief summary of the more significant differences. A random sample of 52 dropouts was interviewed to obtain information about their occupations, attitudes, childhoods, adolescent experiences, and parental characteristics. Recommendations and conclusions based on all aspects of the study are then presented.

Rochester City School District, New York. Ego Development Guide for Primary Grade Teachers, K-3, Project Beacon. 1965, 54p. ED 025 813 (MF - $0.25; HC - $2.80)

Self-concept theory maintains that a person's behavior is primarily influenced by his feelings about self. Since a child's self-concept emerges from social encounters, and school situations make up a large portion of such encounters, it is felt that teachers would benefit from increased understanding of the formation of self-concept, self-confidence, and social relations competence.

Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum.

Schafer, Walter E. "Deviance in the Public School: An Interactional View." In Behavioral Science for Social Workers. E. J. Thomas (ed.) New York: Free Press, 1967. ED 014 509. (Document not available from EDRS; available from publisher for $8.95)

Deviance is an interactional process in which the norms of a social group have been violated by an individual, who is subsequently labeled deviant by the group. Thus school deviance--underachievement, misbehavior, and early school leaving--is a consequence of an adverse school-pupil interaction in which the school is an equal partner. Several factors must be considered in defining the nature of school deviance: (1) the process of labeling the student as a deviant and its effects on his identity, status and career in school, (2) the school's subsequent response to the deviant, (3) the differential effects of the school's response on the future behavior of the deviant, and (4) the difficulties for the student in shedding the role once it is acquired. Thus as the deviant behavior of the student is supported by the school--an agency designed to suppress it--both the student and the school are "targets for change." Research, then, should be undertaken to investigate the effects of the school's organization, belief systems, and norms on the deviant, as well as to determine what kinds of school responses will most constructively deal with deviance.

Schrieber, Daniel (ed.) The School Dropout. Washington, D. C.: National Education Association, 1964, 214p. ED 029 914 (Document not available from EDRS, available from publisher, 1201 Sixteenth St., N.W., Wash., D. C. for (cloth) $4.00 or (paper) $3.00).

This volume is a collection of papers presented at a 1962 symposium on school dropouts. Participants represented the disciplines of both education and the social sciences. It was hoped that the multidisciplinary contributions might

crystallize a contextual statement about the nature of the dropout problem as well as indications for effective educational intervention. The papers in Part I are on societal factors, and in Part II they deal with implications for school programs.

Strom, Robert D. The Tragic Migration: School Dropouts. Washington, D.C.: Department of Home Economics, National Education Association, 1964, 44p. ED 019 425 (MF - $0.25; HC - available from publisher for 75 cents)

Information about dropouts is presented for students, teachers, and school administrators with the hope of initiating discussion, planning, and action to forestall the problem. Of the 26 million youth who will enter the labor force between 1960 and 1970, 5.2 million or 20.2 percent will not complete high school. The problem is discussed under the topics (1) "family influence on school failure" which explores the culture of poverty and the middle class effect, (2) "readiness--a shared responsibility" which discusses the job of the home, school and the teacher and the influence of the family, school, community, and peer group in fostering aspirations, (3) "emerging consideration for the school" which makes recommendations concerning curriculum revision, grading concepts, assessment of potential, and learning and instruction, and (4) "unique role of the home economist" which describes school and neighborhood programs and makes recommendations for continuing activities in improving homemaking skills, community-school relationships, parenthood education, relevance of classroom instruction. A bibliography is included.

Thurston, John R., and others. Classroom Behavior: Background Factors and Psycho-Social Correlates. Eau Claire County Youth Study, 1961-1964. Madison: Wisconsin State Department of Public Welfare, and Eau Claire: Wisconsin State University, 1964, 489p. ED 014 335 (MF - $2.00; HC - $24.55)

Classroom aggression, defined in this study as markedly unacceptable aggressive behavior occurring habitually or frequently in school, is examined in relation to sex, grade, and urban-rural status. The writers state that neurotic, psychopathic, and social behavior patterns have the following four focal causative areas: (1) school, (2) home and parents, (3) cultural milieu of the neighborhood and its community, and (4) goals and standards which prevail at city, state, and national levels. The research correlates approved and disapproved classroom behavior of 384 rural and urban boys and girls from the third, sixth, and ninth grades. These children were identified as showing consistently approved or disapproved behavior. The study extended from May 1961 to May 1963. Half the sample was drawn and

studied the first year, and half was drawn and studied the second year. Findings indicate that both the urban and rural disapproved child had many familial disadvantages and manifested the following characteristics: (1) argumentative, (2) low or average intelligence, (3) low opinion of adults, (4) rejective of parents, and (5) non-classroom orientation.

Texas Small Schools Project, Austin. Drop-outs in Small Schools. 1965, 10p. ED 019 145 (MF - $0.25; HC - $0.60)

A three year study, which was made of dropouts in 49 small schools participating in the Texas Small Schools Project, was made to determine the number of dropouts, their age, grade, sex, and reason for dropping out. Three figures and three charts summarize the results. The study revealed that (1) more males dropped out than females (2) the average age for dropouts was 16, (3) dropouts begin to occur at the junior high school level, reaching a maximum in grade 10, and (4) the primary reason for female dropouts was marriage, while there appear to be a combination of reasons for male dropouts, including low scholastic ability, parental attitudes, retardation, and dissatisfaction with school. Recommendations of the study include: (1) devote more time and study to the dropout problem, (2) in selected classes or special programs, include guidance for females in marriage factors, (3) examine the curriculum to determine what might be offered potential dropouts to give them an opportunity to succeed, and (4) evaluate the procedures for promoting and retaining students.

Van Dyke, L. A., and K. B. Hoyt. The Drop-Out Problem in Iowa High Schools. Des Moines: Iowa State Department of Public Instruction and, Iowa City: College of Education, Iowa University, 1958, 97p. ED 002 793 (MF - $0.50; HC - $4.85)

The objectives of the project were to identify the characteristics of dropouts and of pupils who persist in secondary schools, and to identify the differences between schools with high and low holding power. Information was gathered from approximately 73 schools or 10 percent of the secondary schools in Iowa. The study considered the individual student's intelligence, reading grade level, achievement test scores, report card grades, and participation in extracurricular activities. Other data presented such aspects of the school program as size, teacher load, scope and nature of curriculum, marking and promotion policy, activity program, provision for individual differences, and guidance and counseling services. Such personal characteristics of youth as low intelligence,

lack of scholastic success, low economic level of father's occupation, parental lack of education, and lack of participation in school activities were found to be positively correlated with withdrawal from high school. The larger schools have a poorer holding power. A good guidance and counseling program and a curriculum which provides for differences in ability could do much to overcome the forces that are influencing youth to leave school before graduation.

Wirtanen, Ilona D. Why and How Young Men Drop Out of High School: Some Preliminary Findings. Interim Report. Ann Arbor: Institute for Social Research, University of Michigan, 1969. 43p. ED 028 491 (MF - $0.25; HC - $2.25)

Descriptive material about the process of, and reasons for, dropping out of high school is presented in this working paper. The data were collected through personal interviews with 207 young male dropouts. This report is limited to univariate response distributions. The most frequently mentioned type of reason for leaving school is one which refers to some aspect of the school environment and/or the school personnel. Many dropouts reported they received no encouragement from school officials to stay in school. Other findings include: (1) 62.8% of the boys dropped out by choice, (2) the decision is not thought about long in advance, (3) most current dropouts intend to return to school someday, (4) the decision is usually reached independently, (5) dropping out is not encouraged or supported by parents, siblings, or friends, and (6) most dropouts have specific plans for doing something while not attending school.

Wolfgang, Marvin E. Studies in Delinquency, the Culture of Youth. Washington, D. C.: Office of Juvenile Delinquency and Youth Development, Department of Health, Education, and Welfare, 1967. ED 018 893 (Available from Superintendent of Documents, U. S. Govt. Printing Office, Washington, D. C. 20402, for 20 cents)

Part of a series on various aspects of delinquency and control, this booklet is concerned with the subculture of American youth. Following a definition of culture and subculture, the extended socialization process and dependency status that contribute to the youth culture are discussed. The masculine role

is examined in the light of its transformation from physical prowess to symbolic expression. Some of the notable variations between lower class and middle class youth are specified. Relevant statistics on the amount and character of violent behavior among youth are presented. The relationship between youth, Negroes, and the poor is explored regarding their search for power and for participation in decision making processes. Approximately 60 references are cited.

SPECIAL GROUPS:

RURAL

Benning, James J., and others. Delinquency Prone Youth: Longitudinal and Preventive Research. Madison: Wisconsin State Department of Health and Social Services, 1968. 210 p. ED 020 814 (MF - $1.00; HC - $10.60)

A five-year longitudinal study was conducted of 1550 children, 384 of whom were intensively studied after being identified by their teachers as demonstrating socially approved or socially disapproved behavior. After 5 years, the socially disruptive group of 192 students was lower in academic achievement and social adjustment than their approved counterparts. They continued to display socially disapproved classroom behavior and were in more frequent contact with law enforcement agencies. It was concluded that (1) teacher disapproval, poor self concept, and failure to gain approval scholastically contributed significantly to the regression of the child through underachievement, school dropout, delinquency, and eventual overt criminality, (2) the teacher must make careful identification of children exhibiting aggressive behavior and attempt to delineate its exact cause, and (3) curricular innovation can contribute markedly to a decreased school dropout rate, but much research is needed on new methods of motivating and instructing the socially disruptive student.

Bertrand, Alvin L., and Marion B. Smith. Environmental Factors and School Attendance. A Study in Rural Louisiana. Baton Rouge: A and M College System and Louisiana State University, 1960. 43p. ED 020 849 (MF - $0.25; HC - $2.25)

The purpose of this study was to identify and explain factors which account for rural youths having lower attendance records and lower educational attainment than urban youths. The major objectives were: (1) to determine the factors affecting the school attendance and attainment of rural youths; (2) to determine the life aspirations of rural youths and the extent to which education serves these youths' needs; and (3) to develop information which will better serve public and private schools in meeting the needs of rural youths. Three questionnaires were administered to juniors, seniors, and their parents in 8 white, rural high

schools in 2 Louisiana parishes. The attendance and dropout data from these 8 high schools were tabulated and analyzed. In conclusion, it was reported that negative educational values in their homes were largely responsible for biasing the educational opportunities of rural youth.

Dawson, Howard A. Education in Rural America for Vocational Competence. Washington, D. C.: National Education Association, 1964, 13p. ED 020 059 (MF - $0.25; HC - $0.75)

The percentage of disadvantaged farm laborers, low income manufacturing workers, and migrants is disproportionately large in rural America. Millions of technologically unemployed rural youth are uneducated, unprepared, and hence unemployable in a new occupation. Although undisputable evidence exists testifying to the benefits of vocational education in reducing unemployment, a large segment of this population is functionally illiterate, making further technical education all but impossible. Suggestions for improving the plight of the rural disadvantaged include: (1) broadened curricular offerings which encourage students to complete their education, (2) improved quality of elementary education through employment of specialists, especially in the area of reading (lack of reading ability is perhaps the major cause of educational retardation and dropout at all levels), (3) establishment of programs for the functionally illiterate individual whose achievement may be so low that he is not qualified for training or retraining programs now in operation, (4) initiation of training programs for both rural and urban displaced workers, and (5) consolidation of school districts, thereby providing the advantages of both academic and vocational education.

Feldhusen, John F., and others. Eau Claire County Study, Phase II, 1964-65. Madison: Wisconsin State Department of Public Welfare 1965, 251p. ED 020 812 (MF - $1.00; HC - $12.65)

The Eau Claire County Youth Study involved 384 students classified on the bases of domicile (rural or urban), and behavior in the classroom (socially approved or disapproved). A battery of tests, interviews, and observations focused on the delinquency proneness, psychological adjustment, and family background of the children. The findings of this study confirmed earlier results that there exists a high positive correlation between delinquency prone-

ness and classroom behavior. Results indicated that those children who exhibited disapproved classroom behavior and who were delinquency prone were characterized as having inadequately developed response mechanisms to queries by teachers and peers, as seeing adults from a negative viewpoint, and as usually watching excessive amounts of television at the expense of study time. The study concluded that the school must assume the responsibility of providing compensation through enriched curriculum for disadvantages with which the child must live.

Mink, Oscar G., and Laurence W. Barker. Dropout Proneness in Appalachia. Research Series 3. Morgantown: West Virginia Center for Appalachian Studies and Development, University of West Virginia, 1968, 40p.
ED 026 188 (MF - $0.25; HC - $2.10)

Two aids used in the identification of potential dropouts are examined. The Mink Scale (a teacher-rated scale) is based on classification of social, psychological, and educational forces related to dropout proneness: (1) academic ability and performance, (2) negative identification with education, (3) family and socioeconomic status, and (4) student-personal. The Smith Inventory consists of a self-report inventory of 38 items completed by the student. Results are presented of an investigation of differences between Appalachian school dropouts and non-dropouts utilizing these instruments. Items are identified that differentiate between these 2 groups in Appalachia. The 2 scales are contained in the appendix of the document.

Polk, Kenneth. An Exploration of Rural Juvenile Delinquency. National Committee for Children and Youth, 1963, 20p. Paper presented at the National Conference on Problems of Rural Youth in a Changing Environment, September 1963.
ED 012 652 (MF - $0.25; HC - $1.00)

This speech states that studies indicate that delinquency in rural areas tends to be less serious in terms of the acts committed and is treated more leniently than in metropolitan areas. The delinquency that does exist is a male problem, occurs predominantly among youth from lower-economic-status backgrounds, reflects alienation from community and school, and seems to have a subcultural component. Adults seem willing to support programs to help trouble-prone youth. Tables present percentages of in- and out-of-school delinquent and nondelinquent youth in the small city area by economic, cultural, and family variables.

Thurston, John R., and others. Eau Claire County Youth Study, 1966. Madison: Wisconsin Department of Public Welfare, 1966, 15p. ED 019 153 (MF - $0.25; HC - $0.85)

A total of 384 children were identified by their teachers as demonstrating either (1) persistent approved or (2) persistent disapproved classroom behavior. An examiner interviewed each family using the Glueck Rating Scale and administered several psychological instrument to each child (Kvaraceus Delinquency Proneness Scale, the Sentence Completion Form, and the Situation Exercises). Several strong relationships between classroom behavior and various facets of the child's family life became evident. The two groups differed markedly in the manifestation of paternal discipline, family group activity, maternal supervision, and parental disapproval as related to classroom behavior. Help for those students whose behaviors indicate aggressive tendencies should begin in the early grades before self-concepts become stabilized and should take the form of alleviation of aggression-inducing frustrations at home and within the classroom. The teacher must take the initiative in isolating and identifying problems and in attempting to secure remedial assistance.

Wages, Sherry, and others. Mexican-American Teen-Age School Dropouts: Reasons for Leaving School and Orientations Toward Subsequent Educational Attainment. Paper presented at the Southwestern Sociological Association Meeting, Houston, Texas. 1969. 37p. ED 028 854 (MF - $0.25; HC - $1.95)

In an effort to determine variables related to Mexican-American school dropouts' decisions to quit school and their orientations toward further educational attainment, personal interviews were conducted in 1967 with 74 Mexican-American high school dropouts residing in 4 rural south Texas counties. The variables examined included (1) decision to become a dropout (reasons for leaving school, encouragement to stay in school, encouragement to return to school after leaving), and (2) orientations toward further education (aspirations, expectations, and attitudes toward re-entry into school under various conditions). It was found that poor grades and financial difficulties were major factors in the decision to leave school. While few respondents were encouraged to stay in school, three-fourths were advised by parents and friends to return to school after leaving. Most respondents desired high school diplomas; however, one-half of the boys and one-fourth of the girls did not expect to attain their goals.

Most respondents were uncertain about expectations. It was recommended that dropouts be identified early, and that teachers, principals, and counselors make every attempt to encourage the potential dropout to remain in school. A major conclusion was that much needs to be done in developing educational programs to meet perceived needs of these students.

SPECIAL GROUPS

THE AMERICAN INDIAN: GENERAL

Miller, Harold. Indian Education. Grand Forks: College of Education, University of North Dakota, 1966, 6p. ED 014 346 (MF - $0.25; HC - $0.40).

The national Indian policy has ranged from preparing the Indian for assimilation into the general population to preparation for living in his own group. Indian education, which has been controlled by this policy, may be divided into four general periods: (1) until 1870 the policy was the exclusion of Indians from national life, (2) the policy was to remake the Indians in the image of the white farmer of rural America between 1870-1930, (3) between 1930 and 1960 there was a gradual shift to the aim of terminating federal responsibility for the Indians, and (4) the objective of full participation by the Indian in American life, on and off the reservations, has developed since 1960. The educational objectives for Indians have shifted with the policy and presently are as follows: (1) high school graduation for 90 percent of high school youth, (2) one-half of high school graduates attending college in preparation for professional careers, and (3) one-half of high school graduates preparing themselves for careers in technical, service, and trade occupations. The major problem areas blocking improvement of Indian education are cultural differences, language barriers, and remedial education. This article appeared in the College of Education Record, Vol. 52, No. 3, December 1966.

Owens, Charles S., and Willard P. Bass. The American Indian High School Dropout in the Southwest. Albuquerque, N. Mex.: Southwestern Cooperative Educational Laboratory, 1969, 43p. ED 026 195 (MF - $0.25; HC - $2.25)

American Indian students who were enrolled in the eighth grade in the 1962-63 school year in a six-state area of the Southwest were studied through 1967 to determine the percentages of high school dropouts and graduates from public, private and Bureau of Indian Affairs schools. Of the sample of 1217, dropout levels were not identified for 9 students. The overall dropout rate was 38.7 with no significant difference between sexes. Individual dropout rates were determined by sex for the 6 different states and for different Indian tribes having 25 or more students in the study.

Selinger, Alphonse D. The American Indian High School Dropout: The Magnitude of the Problem. Portland, Oregon: Northwest Regional Educational Laboratory, 1968, 176p. ED 026 164 (MF - $0.75; HC - $8.90).

The magnitude of the dropout problem among Indians was illustrated by a study which followed students registered in grade 8 as of November 1962 through June 1967. Statistics were gathered by area, state, type of school, tribal group, and majority-minority position of Indian students in the 6-state area of Oregon, Washington, Idaho, Montana, South Dakota, and North Dakota. Related research dealing with Indian dropouts was used as a framework for the data and as a basis for comparison. No attempt was made to interpret the findings of the study since the primary aim was to provide a base for future research into the extent of the problem of American Indian high school dropouts.

SPECIAL GROUPS

THE AMERICAN INDIAN: SIOUX

Bryde, John F. The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict. 1966, 194p. ED 018 289 (MF - $0.75; HC - $9.80)

After achieving satisfactorily for several years, Sioux Indian students tend to show a reversal of this process and begin a steady decline in academic achievement. To study this problem, an experimental group was selected which included the following Oglala Sioux youngsters: (1) 164 eighth grade students from seven elementary schools, and (2) 159 ninth grade students from the two high schools on Pine Ridge Reservation. The control group contained 76 white eighth grade students and 126 white ninth grade students from public schools in the small towns closest to the reservation. For profile comparisons with Indian eighth and ninth graders and with Indian dropouts, 92 Sioux Indian senior high school students from Pine Ridge were tested. Means and standard deviations were computed on all the scales for comparisons among the various groups, after which "T-tests," analysis of variance, and Scheffe tests were utilized to determine significance and to locate differences. When analyzing academic achievement it was found that the Indian group fell sharply behind the white group at the eighth grade level. The total Indian group revealed greater personality disruption and poorer adjustment when comparing the psychological variables of rejection, depression, anxiety, and tendencies to withdraw, plus social, self, and emotional alienation.

Wax, Rosalie H., and Murray L. Wax. Dropout of American Indians at the Secondary Level. Atlanta: Emory University, 1964, 69p. ED 003 853 (MF-$0.50; HC - $3.45)

A case study of high school dropouts investigated the Oglala Sioux community. Data gathered from a previous study was combined with semistructured interview and observation data. Information was gathered on social systems of the classrooms, schools, community, parents, teachers, and pupils. Relatively complete data were obtained for 153 Sioux young people between the ages of 13 and 21. Included in these were 29 dropouts. The results indicated that dropout was highly correlated with extreme poverty. The personality, intelligence, and general attitude toward school of the dropouts did not differ from those who remained in school.

Wax, Rosalie H. The Warrior Dropouts. St. Louis: Washington University, 1967, 8p. ED 016 529 (MF - $0.25; HC - $0.50)

The American Indian subculture, as represented in this study by the Sioux of the Pine

Ridge Reservation in South Dakota, experiences problems with its youths becoming high school dropouts. Many of the reasons for this problem parallel the problems of other American minorities, namely: (1) dissimilarity between the values of the minority subculture and that of the middle-class white-citizen oriented schools, and (2) a seeming inability of the school system to be capable of the flexibility and insight to adapt the instruction and the facilities to the needs of the pupils. For example, the Sioux culture inculcates in its youth the values of independence, vitality, physical courage, and intense loyalty to peers, among others. When the Sioux youth goes off to high school, which is generally a boarding school, conflicts develop. The high school expects from students obedience, narrow and absolute respect for property, and routine and disciplined conduct. In the clash of values that follows, the Sioux youth becomes disconcerted. His adjustment problems are added to by racial or cultural misunderstandings and by loneliness. The end result for too many of the youth is that they drop out of school. The question is to what extent was the decision voluntary and self-determined, and to what extent was it forced upon him by an insensitive system. This article is a reprint from Trans-Action, Volume 4, Number 6, May, 1967.

THE AMERICAN INDIAN: JOHNSON-O'MALLEY PROGRAMS

Owens, Charles S. Annual Report, 1966-67, of the Division of Indian Education of the New Mexico State Department of Public Instruction to the Bureau of Indian Affairs. Santa Fe: New Mexico State Department of Education, 1967, 44p. ED 017 362 (MF - $0.25; HC - $2.30)

During the past 15 years the average enrollment and daily attendance figures for New Mexico Indian children in the Johnson-O'Malley Program have increased. This increase indicates progress by the Indian children in the mastery of language, which has been encouraged by the Division of Indian Education of the New Mexico State Department of Education. Indian children have benefited from the use of Johnson-O'Malley funds by an increase in early childhood education, guidance and counseling services, health services, transportation, textbooks and school supplies, and lunch programs. The guidance section of the Division of Indian Education has had three primary objectives: (1) encourage self-motivation and self-direction of Indian pupils, their parents, and their teachers, (2) secure more parental involvement in education and citizenship responsibilities, and (3) emphasize cultural similarities of all pupils as a new direction within the total educational situation, while learning about group and individual differences. In order to achieve these objectives, the guidance office became involved in various workshops, conferences, and meetings, initiated two research projects pertaining to school dropouts on the secondary level, and conducted a survey involving Indian students in higher education. The total numbers of Indian children in the Johnson-O'Malley Program for New Mexico are included in tabular form.

Poehlman, Charles. Annual Report, 1965-66, to United States Bureau of Indian Affairs. Carson City: Nevada State Department of Education, 1966, 18p. ED 013 147 (MF - $0.25; HC - $0.90)

In compliance with regulation, this report is submitted to show utilization of Johnson-O'Malley funds in Nevada for fiscal year 1965-66. The report consists of: a short evaluation which indicates a continuing need for maximum fund assistance in school lunch programs and special programs (counseling, supervising study situations, etc.), an enumeration of Indian--all student enrollment data by school district, a listing of tax rates for education for elementary and high schools (on a county basis), a financial statement and list of expenditures, a list of Johnson-O'Malley special fund allocations and uses by county, and a three-year Indian drop-out study given

by geographic area, male and female distribution, grade and semester levels, achievement levels (arithmetic and reading), attendance, and categorical reason for withdrawing. The study shows that a large portion of the dropouts occurred in the second semester of the senior year, due in large measure to previous failures which necessitated longer attendance to graduate. This seems to indicate the need for more intensive counseling service beginning at the junior high school level.

SPECIAL GROUPS

ALASKANS

Ray, Charles K., and others. Alaskan Native Secondary School Dropouts. College, Alaska: Alaska University, 1962, 422p. ED 002 956 (MF - $1.75; HC - $21.10) Also see ED 002 957

Determinations were made of the dropout rate among native Alaskan high school students and the various reasons for failure to finish school. The study sample was drawn from nine Alaskan high schools with over one-half native student enrollees. Natives were defined as persons being one-fourth or more Eskimo, Indian, or Aleut. Approximately 1,200 students identified as dropouts from school files for the period 1950-60 were sent information questionnaires, and when these were completed a smaller, representative sample was interviewed to document all responses. Data were also obtained from various school personnel, parents of dropouts, and community residents. Findings showed that only about 35 percent of all high school age youth were actually in secondary school. The remainder either left school or had been retained in lower grades. In general, the dropout was found to be malcontent, unemployed, and lacking direction, and he believed his original decision to leave school was unfortunate. The desire for additional education was apparent, especially in the area of vocational skills. Difficulties in adjusting to life in school, personal feelings of hopelessness, and a lack of individual encouragement and self-motivation were cited as major reasons for leaving school before graduation. To ameliorate these conditions, further research was recommended in several areas, including: (1) curriculum enrichment, (2) educational facilities improvement, (3) programs for out-of-school youth and young adults, (4) selective teacher projects, and (5) community-school relationships.

SPECIAL GROUPS

NEGROES

Bullock, Henry Allen. The Prediction of Dropout Behavior Among Urban Negro Boys, Final Report. Houston, Texas: Texas Southern University, 1967, 174p. ED 013 847 (MF - $0.75; HC - $8.70)

A research methodology has been designed to predict dropout behavior among urban Negro boys who confront conventional high school pressures. It was hypothesized that the determining indicators of dropout behavior lie within the social-personal characteristics of the individual rather than in the systematized, sometimes hostile demands imposed upon the individual student by the school to which he cannot adequately respond or adjust. Thus the child's prior preparation for the school experience is of key importance. Attendance, grades, number of retainments, and participation in school activities were identified as the characteristic elements of dropout behavior, or "attendance status." In testing the validity of the hypothesized model, research personnel found that IQ, academic tools and readiness, self-image, peer adjustment, family and community status, family structure, and parental involvement were the social-cultural variables affecting attendance status. Significantly, differential responses to a common school environment were elicited from socioeconomically similar subjects. Thus, contrary to most sociological thought, similar environments do not necessarily cause similar academic performance and intra-class academic differences do exist. In an attempt to test the reliability of the predictive instruments, it was found that school records and family structure variables apparently predict early school leavers better, and that the parental involvement and personal-social-relations variables appear to predict the late leavers better. These findings might be used to establish clinical methods of dropout counseling. Reliability testing needs to be continued. Tables are appended.

Finley, Otis. Community Resources in the Guidance of Socially Disadvantaged Youth. 10p. Paper presented at Conference on Guidance for Socially and Culturally Disadvantaged Youth at Yeshiva University, New York City in 1963. ED 013 263 (MF - $0.25; HC - $0.50)

Because the problems of educating socially disadvantaged children extend far beyond classroom walls, guidance counselors must consider the economic, social and political factors which affect the lives of these children. In guiding the

Negro child, for example, the counselor should be aware of the housing and employment problems which this child's family faces. To deal with these and the other problems which affect the disadvantaged child's school performance (many drop out or become delinquent), guidance personnel should make wider use of the services of the community agencies which are sensitive to the needs of the disadvantaged. The Urban League, for example, cooperates with schools, colleges, and community groups to develop demonstration projects, arranges vocational opportunity campaigns, and consults with other concerned organizations. Besides the Urban League, there are many federal and state organizations, like the National Committee on Children and Youth and the Ohio Civil Rights Commission, which can help counsel disadvantaged children and youth. Schools, however, do not make wide use of these organizations or of community resources in general, possibly because administrators fear community involvement, especially when it requires crossing racial lines.

Stetler, Henry G. Comparative Study of Negro and White Dropouts in Selected Connecticut High Schools. Hartford: Connecticut Connecticut Commission on Civil Rights, 1959, 55p. ED 020 211 (MF - $0.25; HC - $2.85)

Reported are the findings of a comparative study of Negro and white dropouts from 12 junior and senior high schools in four Connecticut cities in which 60 percent of the Negro population resides. Data were obtained from school records and home interviews with Negro and white droupouts and nondropouts. It was found that in 1956-57, 14 percent of the Negro and 9 percent of the white pupils dropped out of school, principally because of lack of interest, financial reasons, or poor academic performance. The overall Negro dropout rate was greater than that of whites. Approximately two-thirds of those who dropped out had plans for continuing their education, and about half wished they had stayed in school. Some of the findings of the comparison of the dropouts and nondropouts showed that: (1) there was more family instability among dropouts in general, and more among Negroes in particular, (2) there were more disciplinary problems and more absenteeism among dropouts, (3) the course of study of the dropouts tended to be concentrated in general or industrial arts for the boys and general or commercial courses for the girls, and (4) IQ scores were lower for droupouts and lower for Negroes than whites. Also, such environmental factors as family stability, long residence in the state, and higher family income seemed to be related to higher academic averages among the Negro respondents.

SPECIAL GROUPS

FEMALE STUDENTS

Goodman, Elizabeth, and Fobola M. L. Gill. A Multi-Disciplinary to a School-Centered Rehabilitation Program for Pregnant School-Age Girls in Washington, D. C. Washington, D. C.: Departments of Public Health and Welfare and District of Columbia Public Schools, 1966, 81p. ED 024 168 (MF - $0.50; HC - $4.15)

In 1963, the Washington D. C. Public School Department began a special demonstration project on the secondary school level, the Webster Girls School Program, to reduce the number of dropouts due to pregnancy and recidivism. An interagency, multidisciplinary plan was devised to provide comprehensive services to the girls. Social case work, academic and vocational education, psychological services, medical supervision, and nutritional advice were included in the program to improve the welfare of the school-age pregnant girl and restore her to the community. Of the girls enrolled the first 3 years, 75% moved forward academically. In a 1965 study, those enrolled the first year (103) were compared to a control group (123) referred but not enrolled then. Results indicated the Webster girls dropped out of school less (p. 001) and were less likely to have another child (p. 001). Data on other factors are given and eight appendixes include sample forms, student evaluations, and give data on project establishment.

Herzog, Elizabeth. Unmarried Mothers: Some Questions to be Answered and Some Questions to be Questioned. 1962, 12p. ED 021 884 (MF - $0.25; HC - $0.70)

This article discusses trends in the occurrence of out-of-wedlock births and factors which contribute to or are associated with illegitimate pregnancies. Specifically discussed are the rates of increase of such births, particularly among unmarried teenage mothers, and the ethnic, social, and psychological characteristics of unwed mothers. It is felt that the rise in illegitimacy is "substantial but not alarming" and that out-of-wedlock births are related both to socioeconomic and racial factors, but that socioeconomic factors are probably more significant.

Jordan, Beth C. Young Women in Virginia: A Ten-Year Follow-up Study of Girls Enrolled in 1954-55 in the Tenth Grade in Virginia High Schools. Richmond: Virginia State Department of Education, 1966, 45p. Ed 018 589 (MF - $0.25; HC - $2.35)

The purposes of this study were to determine the needs for strengthening the homemaking program and for planning programs to prepare young women for occupations using home economics skills and knowledge. Home economics teachers completed data sheets for 2,679 of the 20,000 tenth grade girls in Virginia schools in 1954-55. Questionnaires were sent to approximately 2,300 of this sample, and 1,585 responded providing data on their characteristics, and their problems, attitudes, and practices in homemaking. The group was characterized by early marriage and early childbearing, early termination of education at both high school and post-high school levels, home ownership, a moderate level of income, paid employment, and short time enrollment in home economics. Problems chiefly concerned adjusting to new situations and to the role and responsibilities of a homemaker. The subjects having longer enrollment in home economics courses seemed to have more positive attitudes toward the homemaker's role and preparation for it, more interest in preparing for employment in home economics occupations, and a higher regard for education beyond high school. Graduates, compared with nongraduates, were more interested in training for home economics wage-earning occupations, were more frequently employed, had higher incomes, and had superior practices of managing income. Implications for homemaking programs concerned: (1) increased attention to homemaking and wage-earning training, (2) expansion to include more girls for a longer period, including post-high school professional training, (3) provision for adult courses, and (4) improvement of homemaking courses. Tabular data and some participant reactions and comments are included.

Kelly, Robert E. Guidelines, Procedures, Programs and Policies Relating to Married and to Pregnant Students. Report DSE-45. 1967, 6p. ED 017 612 (MF - $0.25; HC - $0.40)

These guidelines are for: (1) the participation of pregnant and married students in the regular school program, (2) the placement of pregnant students in special

educational programs, and (3) the postpartum return of students to their regular school. They also outline policies which relate to attendance credits from a special school, graduation from a regular secondary school, and textbooks and assignments. Among the special education programs available to pregnant students are home instruction, instruction via telephone ("tele-class"), and classroom instruction in or near county health centers or in maternity homes.

Los Angeles City Schools, California. Educational and Medical Services to School-Age Expectant Mothers. 1967, 18p. ED 017 618 (MF - $0.25; HC - $1.00)

An interagency program for unwed pregnant teenagers in the Los Angeles public school district is evaluated in this report. Funded under Title I of the Elementary and Secondary Education Act, the program is conducted in or adjacent to six Los Angeles district health centers. In addition to regular medical and instructional personnel, the program's staff includes a coordinator, a child welfare and attendance official, a counselor, and a social worker. Girls are expected to continue in the program until about 8 weeks after childbirth. It is reported that as a result of the program there has been a 6 to 9 percent increase in the number of subjects passed by the girls in the health center classes as compared with the number passed during their last completed semester in high school. Thus the program has encouraged potential dropouts to remain in school to graduate. An improvement in the girls' physical health and emotional and social stability is also reported. Evaluative data compiled from student and staff ratings and from student records and other pertinenent sources are presented in the report.

Lyons, Dorothy J. Developing a Program for Pregnant Teenagers Through the Cooperation of School, Health Department and Federal Agencies. This speech was presented at a joint session of the American School Health Association and the American Public Health Association annual meeting, Miami Beach, Florida, October 24, 1967. 9p. ED 017 610 (MF - $0.25; HC - $0.55)

An interagency program for unwed pregnant teenagers in the Los Angeles Public Schools, funded in 1965 under Title I of the Elementary and Secondary Education Act, offers educational, medical, social, and psychological services. In addition

to using regular personnel, the program enlists the coordinated efforts of the Adoption Bureau, the Bureau of Public Assistance, the Probation Department, Family Service, and the District Health Department. The program is conducted in or adjacent to six Los Angeles district health centers. Girls are expected to continue in the program until about 8 weeks after childbirth, at which time they can return to their regular school. Parental involvement and general school-community communication are encouraged. Of the 266 pregnant girls enrolled in the program during the 1966-67 school year, 181 terminated pregnancy during enrollment. The average age of girls referred for service is 15.8 years, with a range from 11.6 to 18 years. The intelligence range of these girls has been normal and they seem to be highly motivated.

Osofsky, Howard J., and others. [The Young Mothers Educational Development Program. Two Pieces.] 1967, 39p. ED 017 604 (MF - $0.25; HC - $2.05).

This report describes the medical, educational, social, and psychological services of a program for disadvantaged unwed pregnant teenagers in Syracuse. The program, which has been in operation for a year, attempts (1) to provide a nearly tutorial instructional program, (2) to establish individual doctor-patient relationships, (3) to teach the girls methods of infant care, and (4) to facilitate the infant's adoption. Although no formal evaluation has been made, the results thus far indicate that the program has been successful. In addition to the description of the program, the report contains a brief discussion of the problems of the increasing rate of illegitimate teenage pregnancy, frequent absence of prenatal care, the termination of the girl's education, and the difficulties of the adoption of the child.

Prior, Faith. The Female School Dropout, Some Aspects of Her Marriage and Family Management. Burlington: University of Vermont and State Agricultural College, 1964, 43p. ED 013 882 (MF - $0.25; HC - $2.15)

This study attempted to find out what the female dropout needs to learn to improve her effectiveness as a wife and mother and how well homemaking programs, in school or out, supply this need. Of the 167 girls who left school in Burlington,

Vermont, during the junior or senior year from January 1960 to June 1963, 20 of the 40 who married were interviewed. Questions covered personal data, present management practices, personal relationships, and evaluation of educational experiences. School records provided facts on intelligence and achievement. The average age of the wives at marriage was 17.1 years, that of the husbands 19.5 years. Fifty percent were premartially pregnant. The median grade level achieved by both husbands and wives was less than grade 9. Most of the couples were not doing well financially. The extension program had been ineffective with this group. Implications are: (1) the potential dropout can be identified and should be placed in a program to fit her needs, (2) extension home economics programs should make provisions for this group, and (3) professional home economics training should provide understandings of the lower socioeconomic groups.

Richardson, Ann. Evaluation of a Public School Program for Pregnant Girls. Washington, D.C.: Bureau of Social Science Research Inc., 1966, 165 p. ED 018 052 (MF - $0.75; HC - $8.35)

To assess the short range effects of participation in a special school program established in 1963 for pregnant school age girls, interviewers in 1965 obtained information from 109 girls who had attended the program in its first year, 123 girls who had been referred but had not attended, and mothers of the girls. The special program focused on prenatal medical care, arrangement for child care, attitudes toward love and sexual behavior, and weight control and nutrition. In the first year of operation, 142 girls attended out of 541 referrals. Almost all were Negro, aged 13 through 18, and the majority were not married at the time of the baby's birth. Data indicated that girls in the special program were significantly more likely (P is less than .001) to continue with regular school than were pregnant girls not in the program. Most of the girls who attended the special program returned to regular school after the baby's birth, and, if they dropped out, did so sometime afterward, whereas this was the case with only a little over a fourth of the nonspecial program group (P is less than .001). The more support a girl had (self, friends, family), the more likely she was to remain in school (P is less than .01 for special program girls, P is less than .05 for nonspecial program girls). Girls in the special program were significantly less likely (P is less than .001) to have had another baby or to be pregnant again by the time they were interviewed. In reducing additional pregnancies, the special program had a greater effect upon junior high school girls, the group from which the majority of new children came, than upon high school girls (P is less than .05 for high school girls and less than

.01 for junior high school girls). Girls were also significantly less likely (P=.05) to have another child or be pregnant again if they lived in an unbroken family and attended the special program. Among the nonspecial program girls, it made no statistical difference whether or not the family was broken. Included are 59 tables presenting data and the interview questions used.